



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4501 West 20th St, Yuma, AZ 85364

Crane Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Tammie Workman  
Schedule : 07:30 AM to 04:30 PM  
Grades : K-6  
Web Address : craneschools.org  
Phone Number : (928) 373-4000  
Fax Number : (928) 329-0504  
E-mail : tworkman@crane.apscc.k12.az.us

### Mission

We strongly believe that ALL students can and will achieve the standards. To this end our staff is dedicated to meeting student needs.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Work toward all students achieving the standards.
- ü Use relevant data to drive instruction.
- ü Build parent communications and encourage parent/community involvement.
- ü Integrate science and social studies standards in the areas of reading, writing, and math.

### Enrollment

October 1, 2005 School Year Student Enrollment : 858  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Ü Life Skills
- Ü Gifted After School Program
- Ü Before/After School Academic Help
- Ü Title I
- Ü Read Naturally and Read Well
- Ü Reading Intervention Instruction
- Ü Harcourt Reading
- Ü Critical Thinking Class

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

## Shared Responsibilities

### School

Responsibilities include the following: site-based councils; PTO; midterm reports; standards-based report cards; newsletters; Key Communicators; parent handbook; parent room; formal parent conferences twice yearly; and K-6 curriculum and program overviews; active recruiting of parent volunteers in our classrooms and school; special parent nights; frequent parent contact with teachers and administration.

### Parents

Responsibilities include the following: making sure child is well-rested; daily attendance; setting a homework place and time; supporting school rules; attending conferences; communicating with teacher; and showing respect for learning and the role of the school.

## Transportation Policy

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Students whose place of residence is more than one mile from Valley Horizon Elementary School are eligible to ride the bus.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	669	80010	99	97	99	441	439	447	7	11	10	24	24	18	59	53	53	10	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	322	38935	96	98	99	443	440	447	6	10	9	22	22	19	63	57	55	9	10	17
Male	69	346	40974	100	96	98	439	439	448	9	11	11	25	25	18	57	50	52	10	14	19
African American	--	16	4201	--	100	99	--	454	430	--	6	17	--	25	23	--	44	51	--	25	9
Hispanic	100	501	34545	100	97	99	432	432	432	8	12	14	28	27	24	60	54	53	4	7	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	490	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	NC	12	3979	NC	100	96	NC	422	424	NC	17	17	NC	33	30	NC	42	47	NC	8	6
White	19	125	35142	95	95	99	474	463	465	5	6	5	NA	14	11	58	55	56	37	26	28
Students with Disabilities	15	86	10161	88	81	93	419	424	419	20	21	28	47	33	28	27	38	36	7	8	8
Students without Disabilities	108	583	69849	100	100	100	444	441	451	6	9	7	20	23	17	64	56	56	10	13	19
Limited English Proficient Students	39	212	14013	100	95	97	411	412	413	15	20	24	46	38	34	38	41	39	NA	1	3
Migrant Students	11	57	603	100	92	96	432	423	417	NA	16	22	45	32	32	55	51	42	NA	2	4
Economically Disadvantaged	75	488	39029	96	95	98	433	432	432	8	13	14	29	28	25	57	51	52	5	8	9
Non-Economically Disadvantaged	48	181	40981	100	100	100	453	459	462	6	5	6	15	13	13	63	61	54	17	22	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	666	79438	95	97	98	453	445	451	3	10	9	28	27	24	62	54	56	7	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	322	38775	96	98	99	452	449	457	4	8	7	30	26	22	56	56	58	11	10	13
Male	64	343	40560	94	95	97	453	442	446	3	11	12	27	29	25	67	52	54	3	8	9
African American	--	16	4178	--	100	98	--	458	439	--	6	13	--	13	29	--	75	52	--	6	6
Hispanic	94	495	34297	94	96	98	446	438	434	4	12	14	32	31	31	61	52	50	3	5	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	485	475	NC	NA	3	NC	20	15	NC	40	63	NC	40	20
American Indian/Alaskan Native	NC	11	3940	NC	92	95	NC	446	429	NC	NA	14	NC	55	36	NC	27	47	NC	18	3
White	20	129	34887	100	98	98	481	468	471	NA	4	4	10	16	15	75	63	63	15	17	18
Students with Disabilities	11	84	9588	65	79	88	444	428	416	18	21	30	18	25	32	55	48	34	9	6	5
Students without Disabilities	107	582	69850	100	100	100	454	448	456	2	8	7	29	28	23	63	55	59	7	9	12
Limited English Proficient Students	34	206	13856	89	92	96	416	409	407	9	22	27	65	49	43	26	29	29	NA	0	1
Migrant Students	10	58	600	91	94	96	NA	420	418	NA	24	22	NA	33	38	NA	40	39	NA	3	2
Economically Disadvantaged	71	486	38685	91	95	97	443	438	435	6	12	14	34	31	32	58	50	50	3	7	5
Non-Economically Disadvantaged	47	180	40753	100	100	99	468	466	467	NA	3	5	19	18	16	68	64	62	13	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	676	79971	100	98	99	434	424	423	2	7	8	38	39	41	58	51	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	324	38974	100	98	99	445	438	437	2	3	5	23	34	33	71	60	57	4	3	4
Male	69	351	40895	100	98	98	426	412	410	3	10	10	49	45	47	46	43	41	1	1	2
African American	--	16	4203	--	100	99	--	405	411	--	13	11	--	44	45	--	44	43	--	NA	2
Hispanic	101	505	34481	100	98	99	433	419	410	3	8	10	39	42	46	56	49	43	2	2	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	465	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	12	3995	NC	100	96	NC	398	409	NC	17	10	NC	50	47	NC	33	42	NC	NA	1
White	20	128	35150	100	97	99	440	443	437	NA	5	5	40	29	35	55	62	56	5	5	5
Students with Disabilities	16	93	10258	94	88	94	400	390	377	NA	17	23	75	49	51	25	33	25	NA	NA	1
Students without Disabilities	109	583	69713	100	100	100	439	429	429	3	5	5	32	38	39	62	54	52	3	2	3
Limited English Proficient Students	39	215	13985	100	96	97	411	392	382	5	13	18	51	58	54	44	29	27	NA	NA	0
Migrant Students	11	60	608	100	97	97	442	403	389	NA	15	16	36	42	50	64	43	33	NA	NA	0
Economically Disadvantaged	76	494	38994	97	96	98	432	417	409	1	8	10	39	44	47	58	47	41	1	1	1
Non-Economically Disadvantaged	49	182	40977	100	100	100	439	443	437	4	4	5	35	27	34	57	64	56	4	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	683	80147	99	97	99	491	487	482	5	8	11	16	15	17	51	52	49	27	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	350	39281	99	99	99	490	484	483	4	8	9	11	15	17	60	55	50	24	22	24
Male	65	333	40780	98	95	98	491	491	482	6	8	12	22	14	17	42	49	48	31	29	24
African American	NC	13	4249	NC	100	99	NC	499	464	NC	8	17	NC	15	22	NC	46	48	NC	31	13
Hispanic	98	510	33494	99	97	99	483	481	466	6	9	15	17	15	23	55	55	49	21	20	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	32	146	36122	97	97	99	511	507	501	3	3	5	13	14	10	41	41	50	44	42	35
Students with Disabilities	15	69	10295	88	70	92	468	459	443	20	26	33	33	26	26	33	35	33	13	13	8
Students without Disabilities	120	614	69852	100	100	100	494	490	488	3	6	7	14	14	16	53	54	51	29	27	26
Limited English Proficient Students	33	196	12722	100	92	97	453	455	441	18	16	27	33	27	33	39	51	37	9	6	3
Migrant Students	NC	54	622	NC	93	97	NC	473	454	NC	13	19	NC	13	30	NC	56	43	NC	19	8
Economically Disadvantaged	73	488	38371	99	94	97	481	480	465	5	9	15	19	17	23	53	55	49	22	20	13
Non-Economically Disadvantaged	62	195	41776	98	100	100	502	506	498	5	6	6	13	10	11	48	45	49	34	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	685	79686	99	97	98	464	464	470	8	10	11	34	31	24	50	52	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	350	39163	100	99	99	468	466	475	4	9	9	34	26	22	56	57	60	6	7	10
Male	64	335	40438	97	96	97	460	461	465	13	11	13	34	36	25	44	46	54	9	7	7
African American	NC	13	4228	NC	100	98	NC	465	458	NC	8	15	NC	46	28	NC	31	53	NC	15	4
Hispanic	97	511	33299	98	97	98	457	456	452	8	12	17	37	35	32	52	50	47	3	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	33	147	35914	100	98	98	482	488	489	6	5	5	27	17	15	48	60	67	18	18	14
Students with Disabilities	15	71	9808	88	72	87	448	439	432	13	24	35	53	37	32	20	35	30	13	4	3
Students without Disabilities	120	614	69878	100	100	100	466	466	475	8	9	8	32	30	23	54	54	61	7	7	9
Limited English Proficient Students	32	196	12594	97	92	96	426	429	422	16	23	34	63	49	45	22	27	21	NA	NA	0
Migrant Students	NC	54	611	NC	93	95	NC	446	439	NC	17	22	NC	37	39	NC	44	37	NC	2	2
Economically Disadvantaged	72	487	38095	97	94	97	455	455	452	10	12	17	40	35	32	47	49	48	3	3	3
Non-Economically Disadvantaged	63	198	41591	100	100	99	474	484	486	6	6	6	27	20	16	54	59	65	13	16	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	706	80372	98	100	99	485	475	475	NA	3	4	29	30	30	69	66	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	362	39452	100	100	99	489	481	488	NA	3	3	20	23	22	79	72	72	1	1	3
Male	63	344	40836	95	98	98	481	469	464	NA	3	6	40	36	37	57	59	56	3	1	1
African American	NC	13	4264	NC	100	99	NC	487	465	NC	NA	5	NC	23	35	NC	69	59	NC	8	1
Hispanic	98	530	33608	99	100	99	483	471	462	NA	4	6	30	31	36	68	65	57	2	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	31	149	36213	94	99	99	490	486	489	NA	3	2	29	26	22	68	68	72	3	3	3
Students with Disabilities	14	92	10526	82	93	94	467	429	427	NA	13	15	64	53	53	29	33	31	7	1	1
Students without Disabilities	120	614	69846	100	100	100	487	481	482	NA	2	3	25	26	26	73	71	69	2	1	2
Limited English Proficient Students	33	211	12747	100	99	97	457	446	432	NA	7	12	64	50	52	36	44	36	NA	NA	0
Migrant Students	NC	56	621	NC	97	97	NC	471	452	NC	4	9	NC	29	40	NC	68	51	NC	NA	0
Economically Disadvantaged	73	507	38521	99	98	98	482	469	461	NA	4	6	30	31	38	68	64	55	1	0	1
Non-Economically Disadvantaged	61	199	41851	97	100	100	489	491	489	NA	2	3	28	26	22	69	69	72	3	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	682	79306	97	94	99	507	509	504	5	9	13	25	19	20	54	51	49	16	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	332	38845	99	97	99	509	508	505	7	9	11	19	19	20	56	53	50	19	20	18
Male	78	350	40383	95	92	98	505	510	504	3	9	14	31	20	19	53	50	47	14	21	19
African American	NC	22	4171	NC	92	98	NC	512	485	NC	9	20	NC	14	26	NC	55	44	NC	23	10
Hispanic	127	501	32673	98	94	99	502	500	487	4	10	18	28	23	25	56	52	46	12	15	10
Asian/Pacific Islander	NC	14	2147	NC	100	99	NC	565	539	NC	NA	5	NC	NA	10	NC	64	46	NC	36	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	21	139	36234	91	96	99	527	536	523	10	6	6	5	9	13	48	47	52	38	38	28
Students with Disabilities	10	59	10286	59	56	91	NA	480	462	NA	25	41	NA	29	27	NA	39	27	NA	7	5
Students without Disabilities	143	623	69020	100	100	100	509	511	510	4	8	9	24	18	18	55	53	52	17	22	21
Limited English Proficient Students	27	152	10291	93	85	96	467	466	458	7	26	38	63	37	34	30	36	26	NA	1	2
Migrant Students	24	79	630	100	93	95	507	494	478	NA	11	24	33	27	27	50	51	43	17	11	6
Economically Disadvantaged	94	493	37437	93	92	97	497	501	486	5	11	19	31	22	26	53	51	46	11	16	9
Non-Economically Disadvantaged	59	189	41869	100	100	100	524	531	521	3	5	7	15	11	14	56	52	51	25	31	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	684	79000	98	94	98	488	485	489	5	8	10	28	28	24	62	57	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	333	38774	100	97	99	495	490	494	5	8	7	23	24	22	65	61	61	6	8	10
Male	77	351	40150	94	92	98	480	480	485	4	8	12	34	32	25	58	54	55	4	7	8
African American	NC	22	4153	NC	92	98	NC	481	476	NC	5	13	NC	27	30	NC	64	53	NC	5	4
Hispanic	126	500	32508	98	94	98	485	476	472	3	9	15	32	32	33	61	55	49	4	3	3
Asian/Pacific Islander	NC	14	2142	NC	100	99	NC	536	510	NC	NA	4	NC	7	14	NC	57	67	NC	36	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	24	142	36135	100	98	98	496	512	508	13	2	4	13	15	14	67	63	67	8	19	15
Students with Disabilities	12	61	9991	71	58	88	455	457	449	33	26	33	25	31	36	42	39	29	NA	3	2
Students without Disabilities	143	623	69009	100	100	100	490	487	495	2	6	6	29	28	22	64	59	62	6	8	10
Limited English Proficient Students	26	153	10199	90	85	95	446	441	439	15	27	35	77	56	47	8	17	18	NA	NA	0
Migrant Students	24	80	629	100	94	95	489	468	457	NA	16	22	38	35	41	54	44	37	8	5	1
Economically Disadvantaged	95	493	37234	94	92	97	477	476	472	6	10	15	33	32	33	59	55	50	2	4	3
Non-Economically Disadvantaged	60	191	41766	100	100	99	504	507	505	2	3	5	22	18	16	67	64	65	10	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	721	79611	100	100	99	513	499	496	3	6	7	27	34	37	70	60	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	346	39016	100	100	99	523	511	511	1	3	4	23	27	29	73	68	66	3	1	1
Male	81	375	40519	99	98	98	503	487	482	4	7	10	30	41	44	67	51	46	NA	0	0
African American	NC	23	4188	NC	96	98	NC	494	486	NC	9	9	NC	39	40	NC	52	50	NC	NA	0
Hispanic	128	532	32855	99	100	99	515	495	481	1	6	10	27	37	43	71	57	47	1	0	0
Asian/Pacific Islander	NC	14	2149	NC	100	100	NC	524	519	NC	7	4	NC	14	24	NC	79	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	24	145	36380	100	100	99	508	511	511	8	4	4	25	27	30	63	67	65	4	2	1
Students with Disabilities	15	97	10664	88	92	94	457	453	440	20	14	23	33	57	54	47	29	22	NA	NA	1
Students without Disabilities	143	624	68947	100	100	100	519	505	504	1	4	4	26	31	34	72	64	61	1	1	1
Limited English Proficient Students	28	175	10362	97	98	97	477	460	438	4	14	22	68	57	57	29	29	21	NA	NA	NA
Migrant Students	24	83	636	100	98	96	528	494	467	NA	10	14	17	31	47	79	58	38	4	1	0
Economically Disadvantaged	97	530	37626	96	99	98	513	492	479	1	6	10	26	39	45	72	55	45	1	0	0
Non-Economically Disadvantaged	61	191	41985	100	100	100	512	519	511	5	4	4	28	21	30	66	73	65	2	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	712	79327	98	95	98	524	528	518	14	12	19	17	19	20	51	51	46	18	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	355	38961	95	96	98	525	529	520	13	10	16	16	19	20	54	53	48	18	18	16
Male	66	356	40295	100	94	97	524	527	516	14	14	21	18	19	19	50	49	44	18	19	16
African American	NC	17	4247	NC	89	98	NC	509	499	NC	24	27	NC	29	24	NC	35	41	NC	12	8
Hispanic	102	506	32327	99	95	98	523	520	499	12	14	27	20	22	25	51	50	41	18	14	8
Asian/Pacific Islander	--	11	1939	--	92	99	--	515	556	--	9	6	--	27	10	--	45	47	--	18	36
American Indian/Alaskan Native	--	10	4391	--	83	96	--	NA	489	--	NA	32	--	NA	27	--	NA	36	--	NA	4
White	20	168	36373	95	98	98	530	555	538	25	7	10	5	9	14	50	53	52	20	32	25
Students with Disabilities	NC	56	9321	NC	62	87	NC	481	467	NC	38	54	NC	27	22	NC	32	21	NC	4	3
Students without Disabilities	114	656	70006	100	100	100	528	531	524	11	10	14	17	18	19	54	52	49	19	20	18
Limited English Proficient Students	23	132	9431	92	90	95	487	485	466	30	36	53	26	29	27	39	33	18	4	3	1
Migrant Students	13	64	635	100	93	94	510	509	488	15	17	31	23	27	29	54	45	36	8	11	4
Economically Disadvantaged	78	504	37097	96	93	97	516	519	498	14	15	27	21	22	25	54	49	41	12	14	7
Non-Economically Disadvantaged	45	208	42230	100	100	99	537	550	535	13	5	11	11	12	15	47	54	50	29	29	24

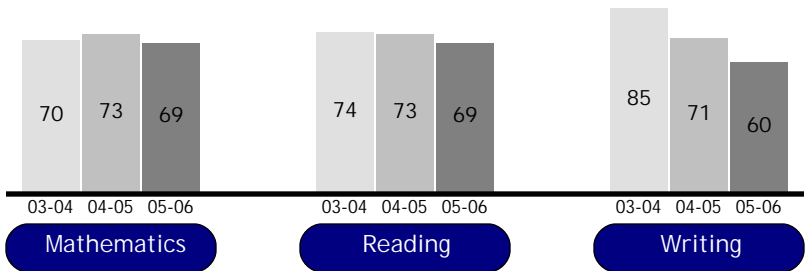
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	716	79501	98	96	98	496	496	497	7	8	10	26	26	25	65	63	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	360	39062	97	97	99	503	501	502	4	7	8	25	27	23	68	63	64	4	3	5
Male	64	355	40368	97	94	98	490	491	491	9	10	13	28	25	27	61	63	57	2	2	3
African American	NC	18	4279	NC	95	99	NC	489	485	NC	6	14	NC	33	30	NC	56	54	NC	6	2
Hispanic	101	507	32389	98	95	98	493	488	478	7	9	16	29	32	34	64	58	48	NA	1	1
Asian/Pacific Islander	--	11	1936	--	92	99	--	487	519	--	18	3	--	9	14	--	73	73	--	NA	9
American Indian/Alaskan Native	--	11	4401	--	92	96	--	483	473	--	27	17	--	9	40	--	64	43	--	NA	1
White	20	169	36446	95	98	99	513	522	516	5	4	4	15	9	15	65	79	73	15	7	7
Students with Disabilities	NC	58	9411	NC	64	88	NC	456	453	NC	29	36	NC	40	36	NC	31	26	NC	NA	1
Students without Disabilities	114	658	70090	100	100	100	499	499	502	5	7	7	24	25	24	68	66	65	3	3	5
Limited English Proficient Students	22	128	9401	88	88	94	461	453	443	23	28	40	50	52	46	27	20	14	NA	NA	0
Migrant Students	13	66	642	100	96	95	479	474	465	8	20	24	46	36	41	46	44	35	NA	NA	0
Economically Disadvantaged	76	506	37183	94	93	97	489	488	479	7	10	16	32	30	34	62	58	49	NA	2	1
Non-Economically Disadvantaged	46	210	42318	100	100	99	508	514	513	7	3	5	17	16	17	70	77	70	7	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	741	80000	99	99	99	574	574	564	1	1	3	7	7	11	84	80	75	8	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	367	39288	97	99	99	591	587	579	NA	1	2	4	5	6	81	78	77	16	16	16
Male	66	373	40644	100	99	98	560	562	549	2	2	4	11	10	15	86	82	74	2	6	7
African American	NC	19	4307	NC	100	99	NC	584	551	NC	NA	4	NC	5	13	NC	84	75	NC	11	7
Hispanic	103	526	32672	100	99	99	575	569	548	NA	2	4	6	8	14	86	82	76	8	9	6
Asian/Pacific Islander	--	12	1945	--	100	99	--	547	592	--	8	1	--	8	4	--	75	69	--	8	25
American Indian/Alaskan Native	--	11	4424	--	92	97	--	568	549	--	NA	3	--	18	14	--	73	77	--	9	5
White	20	173	36602	95	100	99	570	592	579	5	1	2	15	5	7	70	76	75	10	18	16
Students with Disabilities	11	81	9919	92	89	93	516	527	505	9	5	9	27	25	35	64	69	54	NA	1	2
Students without Disabilities	113	660	70081	100	100	100	580	580	571	NA	1	2	5	5	7	86	82	79	9	12	12
Limited English Proficient Students	23	141	9571	92	97	96	555	534	502	NA	4	10	9	18	29	91	78	60	NA	NA	1
Migrant Students	13	66	654	100	96	97	569	561	534	NA	2	7	NA	9	16	100	88	74	NA	2	3
Economically Disadvantaged	78	527	37534	96	97	98	574	569	547	NA	2	4	4	8	15	88	82	76	8	8	5
Non-Economically Disadvantaged	46	214	42466	100	100	100	574	588	578	2	1	2	13	6	7	76	76	75	9	17	16

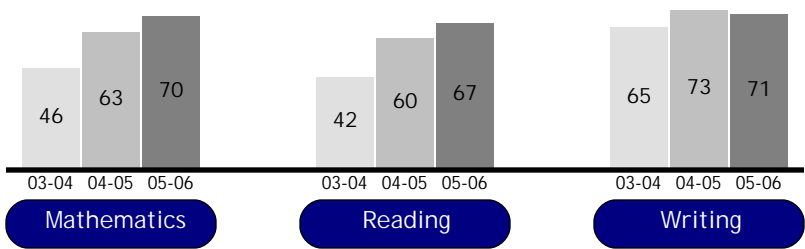
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	69	NA	58	100	44	41	47	98	43	41	46
	Language	100	62	53	50	100	51	44	47	98	43	52	48
	Mathematics	100	75	77	64	100	45	43	50	100	50	48	52
3	Reading	97	57	NA	55	99	46	38	44	96	44	41	46
	Language	97	64	62	61	99	47	41	44	100	46	41	46
	Mathematics	97	70	70	61	99	49	47	51	100	48	50	52
4	Reading	96	49	NA	56	99	42	43	48	99	52	48	52
	Language	100	50	51	52	99	44	44	49	98	46	46	52
	Mathematics	100	63	72	61	99	57	55	53	99	61	61	58
5	Reading	97	49	NA	55	97	44	45	50	97	52	52	56
	Language	99	45	48	49	97	46	48	50	99	48	48	54
	Mathematics	99	73	72	63	98	47	48	49	96	52	52	52
6	Reading	100	52	NA	56	100	53	53	51	98	54	56	56
	Language	100	47	49	48	100	48	48	47	100	48	48	50
	Mathematics	100	79	78	66	100	62	61	52	99	61	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Valley Horizon Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Goals
- Ü Communication
- Ü Curriculum
- Ü Parent/Educator Relations
- Ü Discussion of Discipline Beliefs
- Ü Budget

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.50
Other Professional Staff	7.00	Teacher Aide	16.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	5	1	0	0
10 or more years	8	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	252
Teachers with Emergency Certification.	22
Percent of teachers in the school with Emergency/Provisional Certification	47%
Percent of core classes not taught by Highly Qualified Teachers	4%

## Resources Available at School Site

### Special Facilities

- Ü Computers in All Classrooms
- Ü Library and Lang. Arts Focus Center
- Ü 24-station Computer Pod
- Ü EL / Reading Center

### Extracurricular Activities

- Ü YMCA Daycare
- Ü Gifted After School Group
- Ü Boy Scouts and Girl Scouts
- Ü Big Brothers and Big Sisters
- Ü After School Athletics
- Ü Homework Help Room

### Social Services

- Ü Life Skills Instruction
- Ü Counseling Services
- Ü Parenting Classes
- Ü Health Services

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü On the 2005 AIMS DPA test, our 3rd grade outperformed the state average in reading and math; our 4th grade outperformed the state in math; 5th grade outperformed the state in writing; 6th grade outperformed the state in reading, writing, and math.
- ü According to NCLB guidelines, Valley Horizon made Adequate Yearly Progress based on 2005 test scores for all sub groups reporting.
- ü According to Reading First guidelines for summary of effectiveness, Valley Horizon ranked within the top five schools (out of 63 Arizona schools reporting) for second and third grades.
- ü Each year, Valley Horizon places finalists in the annual Yuma County Teacher of the Year Recognition.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a crisis plan in place and teachers continue to emphasize and teach safety. We conduct regular fire drills and other emergency procedures throughout the year. In addition, discipline is enforced in a positive, teaching manner. Lifeskills are consistently taught and reinforced within the school. We believe in the power of positive parent contact and strive to communicate with each child's family throughout the year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Tammie Workman	(928) 373-4000
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Carolyn Hoffmeyer	(928) 373-4000
School Nutrition Programs	Ellie Heimbach	(928) 373-4034
Parent Organization	Julia Alvarez	(928) 373-4000
Student Health/Nurse	Mary Velazquez	(928) 373-4015

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.